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The elimination of non-essentials in teaching.

A voice clinic by a supervisor who is a specialist in training of children's voices.

A series of topics, perhaps a special session, for superintendents of schools.

"Please avoid conflicts in Round Tables" (hints as to method will be appreciated).

Every thoughtful supervisor should have one or more constructive ideas for the program. These will be most helpful to the committee. Similarly, the names of neighboring supervisors who are doing high-grade work in some phase of music teaching or who might make a definite contribution to the program will be of great service.

To the appeal from the South the Conference at St. Joseph said by an overwhelming vote, "We will go to Nashville for the sake of the 10,000,000 boys and girls in Dixie." Every supervisor who fails to renew his membership and every member who does not plan to go to Nashville weakens the Conference. Every member who attends will add cumulative energy and strength to a Conference that may be epoch-making.

We do what we most wish to do.

Cordially,

FRANK A. BEACH, President.

NASHVILLE — THE 1922 CONFERENCE CITY

Nashville, the next Convention City of the Music Supervisors' National Conference, is of the old South, and while not departing from its inherited hospitality, is a wide-awake, progressive, commercial center. Its prosperity is built on three factors,—agriculture, manufacturing, and last, but not least, its educational institutions. Nashville also has many points that will be of interest to the student of history. Its educational interest consists of ten institutions for the higher education of men and women, of which five are for whites and the remainder for negroes.

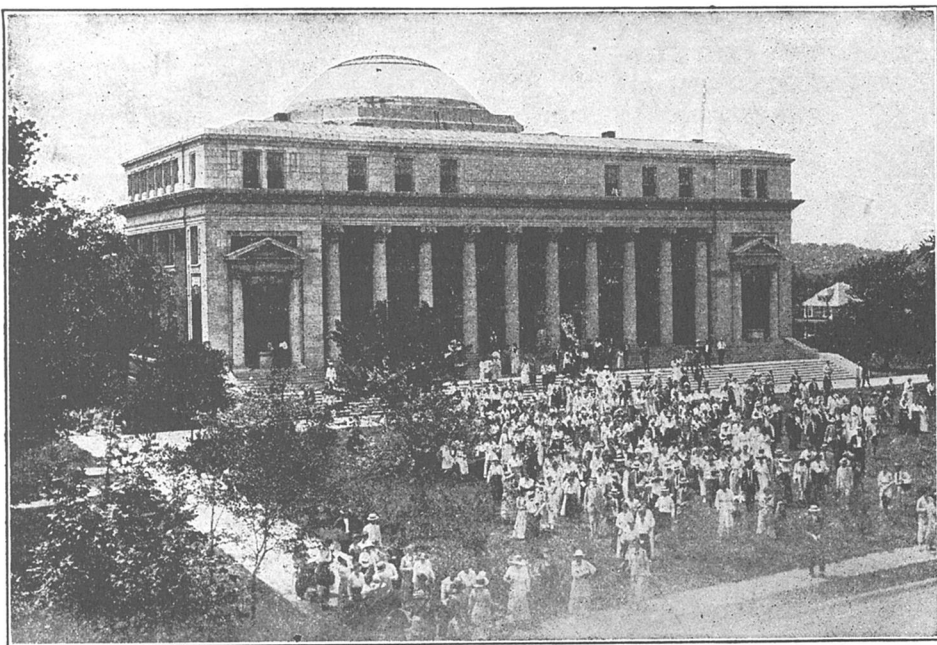
The foremost institution in point of attendance and endowment is Vanderbilt University. It has invested assets of nearly \$16,000,000; operates ix departments, and has an annual student body of over 1300, which is rapidly increasing. Its clientele is not limited to the United States, as it has students from nine foreign countries. It occupies a campus of seventy-five acres, practically in the heart of the best residence section of the city. It is located within a stone's throw of George Peabody College for Teachers, the two institutions allowing courses to be taken by the students of the other without an additional matriculation. Vanderbilt is easily the leading university in the South, not only in its classroom work, but also in its student activities. Fifteen different national Greek letter fraternities and sororities are established there, the majority of which own their chapter houses.

George Peabody College for Teachers is one of the three large institutions in the United States operated for the purpose of giving advanced work to teachers, and is the largest institution of this kind in the South. It has invested assets of about \$4,000,000, and a campus of approximately fifty acres, containing five magnificent buildings. The business meetings of the Convention will be held in the Social-Religious Building, on the southeast end of the campus. Peabody also conducts a Summer School, with an attendance of over two thousand.

Ward-Belmont is located four blocks from Peabody; has a non-resident student body of over seven hundred, and occupies a campus of ten acres, overlooking the entire city. It has students from every state in the Union, besides representatives from several foreign countries. The Principal, Dr. J. D. Blanton, is one of the best known educators in the South. Dr. Blanton will be the host of the Music Supervisors' National Conference at an artists' recital to be given one evening during the meeting.

Watkins Institute, endowed through the generosity of the late Samuel Watkins and Anne E. Webber, is intended primarily for the young working element of the city who wish to avail themselves of its free instruction courses, comprising the regular eight grades of grammar school as well as commercial education.

Montgomery Bell Academy is another of Nashville's institutions committed



to the higher education of boys along instructive and physical development lines.

St. Cecelia and St. Bernard Academies are two well-known institutions conducted here under the auspices of the Catholic Church, and have back of them a long history of successful educational efforts.

Fisk University, for the higher education of the negro, is the leading institution of this kind in the South. Only three institutions of this kind are recognized officially by the Department of Education of the United States, the other two being Howard and Meharry Medical Colleges; the latter is also located here. Fisk has a world-wide reputation through the efforts of the Jubilee Singers, and the Music Supervisors' National Conference will be given an opportunity to hear a Jubilee concert. Phonographic records of the Fisk quartet are well known, but to appreciate to the fullest the wonderful melody of one of these concerts it is necessary to hear the quartet supported by the five hundred voices of the student body. To hear "Swing Low, Sweet Chariot," and "Steal Away to Jesus"

sung by the Jubilee Singers is well worth the time and expense of coming to the Convention.

Meharry Medical College is the leading medical school for negroes in the entire country. It has a student body of over three hundred; is recognized by the United States Government and by the Association of Medical Schools of the United States.

In addition to these institutions for the higher education of the negro, there is located here Roger Williams University, the Baptist Theological Seminary, and the State Normal School.

The spirit of Nashville, working in and through its Chamber of Commerce, guarantees to every delegate attending the Convention a cordial welcome and the hospitality which has made the South famous.

MUSIC IN THE SOUTH

D. R. GEBHART

George Peabody College for Teachers, Nashville, Tennessee

The people of the South are music-loving; that is, they like to listen, but as a whole have grown out of participation in music. This lack of participation in groups, school, church, and community has been brought about by the system of education that has prevailed up to within about twenty years ago. Public high schools are still not general and the whole question of public school systems is just on the verge of arriving. The private school, academy and college dominated the South, naturally, as the ancestors of the Southern people of the influential class were of the very highest class of men and women from England and Europe, where education was for the upper classes, for those who could pay for it. As an illustration: A few years ago an American school teacher, visiting in London, accosted a boy who was standing in front of a school building with the inquiry, "Do you go to this school?" The boy replied in a surprised manner, "No, sir; that is a school for gentlemen's sons." "Are you not a gentleman's son?" "No, my father is a carpenter." Now we of the South are a thousand times more democratic than that, but our democracy has not reached the point of making all forms of education the common property of rich and poor alike.

Music is one of the last subjects, in all countries, to be credited as a part of education. At the present time many schools think they have public school music because piano playing is taught, for a special fee, to a few select pupils in the high school. In other instances a so-called "auditorium teacher" is employed to lead the singing in the assembly and to prepare special plays, games, and operettas.

In colleges and universities music has a hard time to even get a room in which to hold classes. There are, of course, many private colleges that have elaborate departments of music. Of these colleges, Ward-Belmont of Nashville leads. This college, I know, has a music faculty that is the equal to any college or conservatory in the United States, and superior to most of them; but where music is most needed, in state college and universities and great private universities, there is little or no music. Not only is there no music, but music will not be accepted for entrance credits; and further, the Southern Association of Secondary Schools and Colleges will take a high school off the accredited list that teaches music within the sixteen regular units required for graduation. In some cases high schools offer two units in music, but require eighteen units for grad-